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ABSTRACT

This study evaluated the success of Teachers Teaching Teachers, an Indiana staff development model in its first implementation. The project consisted of a cadre of teachers from one school system who trained teachers from four other school systems. Participants were evaluated on nine Likert-type pre- and post-measures at each of the four training sites. Results indicated significant gains in 11 of the 27 comparisons, gains in 23 of the 27, and small but insignificant losses in only 4 comparisons. Only 4 of the 23 gains, however, were statistically significant: attitude toward peer coaching, acceptance of others, the total of self-concept and perception of others, and attitude toward the administration. References are included, and instrumentation is appended.
(Author/TE)

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The First Generation of the
Implementation of Teachers
Teaching Teachers, An Indiana
Staff Development Model

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ABSTRACT

This study evaluated the success of Teachers Teaching Teachers, and Indiana Staff Development Model in its first implementation. The project consisted of a cadre of teachers from one school system who trained teachers from four other school systems.

Participants were evaluated on nine pre and post measures at each of the four training sites. Results indicated significant gains in eleven of the 27 comparisons, gains in 23 of 27, and small but insignificant losses in only four comparisons.

Background of the Problem

Public school educators are usually required to participate in staff development training. Large amounts of money and time are allocated for staff development with the expectation that educator performance will improve; but does it really work?

A common model for delivering training has been to listen to an "expert" usually from a college or university, presenting information on educational areas that are either dictated by tradition or current trends.

Public school educators often considered this training irrelevant for the concrete day to day difficulties they encounter. Recent research corroborates these educators' impressions. What really works is teaching by teachers not speaking by experts. Further, when training areas are dictated by teacher needs and not by educational tradition, staff development training becomes more relevant.

The majority of important research in this area is recent and has been conducted in this decade. One of the first endeavors was by the National Commission on Excellence in Education (1983). The commission generated the Nation at Risk report and indicated that although teachers are the most important factor in the educational system, their training is insufficient. Furthermore, the report concluded that teachers are ill prepared to generate a maximum effect on student behavior and personal development. In the same vein, Joyce and Clift (1984) found that "it is clear that few teacher education programs at the pre-service levels incorporate what is known about teaching" (p.6).

The educational system has generally responded to insufficient teacher preparation by requiring staff development training. Regan (1985) suggests that this training, is itself, only minimally effective. He indicates that, "Too often, administrators hope to achieve change through one-shot in-service training. Such training, however, usually has virtually no long-term impact and can best offer only limited opportunity for that exchange of information" (p.71).

With the traditional method of presenting staff development suspect, Bouley (1980) developed an in-service special writing program that was based on peer teaching. The program was deemed a success and administrator support, long-term professional commitment, and peer teaching were its key ingredients. They were important factors for increasing teacher incentive and involvement. Bouley's reasoning for this effect was "the opportunity for competent teachers who desire an opportunity to assume a role in leadership renews enthusiasm and commitment to excellence" (p.104).

In a similar way, Pusch et al (1985) observed that, "traditional staff development activities do not often meet the individual needs of teachers. Many merely present a theory or Broyles and Tillman (1985) have indicated that sound measurement instruments are important for discerning teacher needs.

Broyles and Tillman (1985) also believe that the effects of peer training can be maximized by the efficient use of evaluative measures. They point out that the consequences between instructional content and teacher needs can be measured. Also, the impact of staff development training on teachers' feelings, opinions, knowledge, skills, behaviors, self-concept, attitude toward peers, students and

administrative personnel can be measured. Tomlinson (1986) shows that the administration of a needs assessment measure prior to in-service training is essential to achieve more precision in measuring training needs and effects. In turn, greater precision in measurement needs to maximize the effects of peer training.

Most recently Swan, Carnes & Gilman (1988) conducted a projected in peer training titled, "Teachers Teaching Teachers." The subjects were forty-four teachers, administrators, and other school personnel who participated in the Teachers Teaching Teachers project from February, 1986 to May, 1987. All project participants were given eight separate pretest and posttest versions of both the Likert Bipolar Attitude Inventory and Osgood's Semantic Differential Scale. Mean pretest and posttest scores were compared to determine project effectiveness.

The results indicated that pretest-posttest gains were obtained in seven of the eight desired outcomes, four of these were significant. One measure, attitude toward differential staffing, showed a decrease in posttest score, but this difference was not significant. Overall, the results support the effectiveness of Teachers Teaching Teachers in enhancing educator attitudes and beliefs.

The literature indicates that innovations in the field of staff development training have focused primarily peer teaching and the assessment of teacher's needs. The Teachers Teaching Teachers project is an effort to incorporate these insights into an improved system of staff development training. The system uses peer instruction. It also employs instruments to measure educators' attitudes about their job duties, the methods of staff development training, themselves, colleagues and students.

If the project is effective in changing attitudes and beliefs of practicing teachers then significant differences will occur between pre and post test measures of these variables.

METHOD

Subjects. Eighty-three professional educators participated at four sites. Thirty six participated in Tell City, thirty seven at Mount Vernon, eighteen at Cannelton, and twenty one in North Vernon.

Treatment. All subjects attended regular sessions of the Teachers Teaching Teachers program. They were instructed by a cadre of teachers who had previously completed the training.

Assessment. Subjects were pretested prior to the beginning of instruction and were also tested at the conclusion of the training. The following affective measures were used to measure progress were as follows:

#	MEASUREMENT	ITEMS	TYPE OF INSTRUMENT
(1)	Self Concept	36	Likert Scale
(2)	Perception of others	28	Likert Scale
(3)	Total of (1) and (2)	34	Likert Scale
(4)	Attitude toward teaching	30	
(5)	Peer Coaching	15	Osgood's Semantic Differential
(6)	Administration	15	Osgood's Semantic Differential
(7)	Perception of Student Attitude	15	Osgood's Semantic Differential
(8)	Other teachers	15	Osgood's Semantic Differential
(9)	Differential Staffing	15	Osgood's Semantic Differential

Tests were machine scored. All measures has yielded reliabilities above 90 in previous administration. Examples of each of the scales are contained in the appendix of this report.

Results from the North Vernon were not available at the time of the initial writing of this paper.

Analysis. Results were analyzed by student non correlated to tests. The Statistics with Finesse statistical package was used to perform the statistical calculation. Results were tested at the .05, .01, and .001 levels.

RESULTS

Results of the studies are contained in the Table. It is a fair generalization that most but not, all of these measures showed gains that favored the posttest results. Of the 27 comparisons, only four favored the pretest. None of these four were significant at the .05 level.

However, eleven of the 23 gains were statistically significant and all of these occurred at either the Cannelton or the Tell City site. The significant differences found at Tell City were at found at the .01 level for self concept and the total of self concept and perception of others. Results at Tell City that were significant at the .05 level were perception of others and attitude toward other teachers. At Cannelton, results were significant at the .001 level for perception of others, the total of self concept and perception of others, attitude toward teaching and attitude toward the administration. Results significant at the .01 level include self concept perception of student attitude and self concept, and attitude toward other teachers.

Although gains were common to almost all of the studies, eleven of the results proved to be statistically significant. Several factors may have contributed to the lack of significance in some of the gain scores.

First, the candidates who were selected were chosen to participate because of their dedication to and involvement in the teaching profession. Consequently, it may have been difficult to produce dramatic improvements due to the interaction of genuine gains and regression to the mean.

TABLE
Data from Pretest and Posttest Results for Participating School Systems

School	(N)		Self Concept	Percep- tion Of Others	Total	Attitude Toward Teaching	Coaching	Adminis- tration	Student Attitude	Other Teachers	Differ- entiated Staffing
Tell City	36	Pretest Mean	138.6	104.0	243.6	116.3	74.7	73.6	74.0	76.1	68.1
		Pretest S.D.	17.2	20.0	24.6	9.5	10.0	14.2	13.8	14.7	19.1
		Posttest Mean	148.7	110.1	258.2	118.0	78.9	78.4	78.7	82.7	66.1
		Posttest S.D.	18.5	7.4	23.1	16.8	14.5	14.2	15.2	14.0	19.2
		t	2.40	1.71	2.42	0.53	1.43	1.40	(1.37)	1.95	(- .44)
		Significance	.01	.05	.01	n.s.	n.s.	n.s	n.s	.05	(n.s.)
Mt. Vernon	37	Pretest Mean	152.2	107.2	259.3	122.2	82.6	79.4	83.8	79.8	68.1
		Pretest S.D.	23.2	9.5	26.3	11.8	10.6	13.0	12.4	14.2	17.6
		Posttest Mean	151.0	109.4	260.4	124.7	84.3	80.4	80.5	85.9	73.2
		Posttest S.D.	16.1	7.6	21.1	9.3	10.9	17.7	15.5	9.9	16.5
		t	(0.25)	1.09	.20	1.01	.74	0.18	(-.66)	1.41	1.29
		Significance	n.s	n.s.	n.s.	n.s.	n.s.	n.s.	(n.s.)	n.s.	
Cannelton	18	Pretest Mean	145.6	103.9	249.6	117.6	76.0	76.4	75.4	79.1	67.7
		Pretest S.D.	10.2	5.2	13.9	12.2	9.7	9.7	15.5	14.7	25.6
		Posttttest Mean	153.2	108.7	260.9	120.4	86.9	87.8	83.9	85.9	70.7
		Posttest S.D.	12.3	5.2	16.3	20.4	9.7	9.7	13.9	9.9	13.5
		t	2.89	3.97	3.21	0.72	(4.83)	5.05	2.48	2.33	.63
		Significance	.01	.001	.001	n.s.	.001	.001	.01	.01	n.s.
Jennings County	21	Pretest Mean	146.0	207.5	254.8	118.4	71.1	76.9	74.9	79.9	70.0
		Pretest S.D.	17.3	10.0	14.3	11.2	17.8	16.3	16.2	14.4	21.8
		Posttest Mean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Posttest S.D.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		t	-	-	-	-	-	-	-	-	-
		Significance	-	-	-	-	-	-	-	-	-

Second, the brief duration of the program may have contributed to the lack of uniformly larger gains.

Third, since their effort represented a first attempt in instruction by a cadre of trained teachers, there was much to be learned by trial and error. What has been learned can contribute to greater success in future endeavors.

Finally, the evaluation process itself must be conducted with great care in order that instruments are administered uniformly and in a manner that will both ensure reliable measurement and attention to the proper completion of the instruments.

The project has been one that is well conceived and future efforts in this kind of staff development will determine whether more statistically significant gains are to be expected.

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APPENDIX

Professional School Services

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Terre Haute, Indiana 47809

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February 3, 1987



TO: All Administrators and Teachers Participating
in Teachers Teaching Teachers

FROM: The Project Directors

SUBJECT: Project Evaluation Questionnaires

The external evaluation for this project requires that you complete three questionnaires.

The first measures acceptance of self and others. The second measures attitude toward teaching. Mark your responses to these questionnaires by placing the number of the response to the left of the item.

The third is a set of antonyms that is an assessment of some of the factors that are emphasized in the project. Mark your responses to the five sections of this questionnaire by making a mark in the appropriate space.

Results are confidential. The evaluation applies to the project and is not an evaluation of participants.

It is very important that you complete the questionnaires and turn them in today. Be sure your name is on the questionnaire.

Thank you for your cooperation.

NAME _____ SCHOOL _____ DATE _____

ACCEPTANCE OF SELF AND OTHERS

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

REMEMBER: the best answer is the one which applies to you.

1. I'd like it if I could find someone who would tell me how to solve my personal problems.
2. I don't question my worth as a person, even if I think others do.
3. I can be comfortable with all varieties of people -- from the highest to the lowest.
4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.
5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.
6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.
7. If there is any criticism or anyone says anything about me, I just can't take it.
8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.
9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.
10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.
11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.
12. Something inside me just won't let me be satisfied with any job I've done-- if it turns out well, I get a very smug feeling that this is beneath me. I shouldn't be satisfied with this, this isn't a fair test.

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.
14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.
15. I am frequently bothered by feelings of inferiority.
16. Because of other people, I haven't been able to achieve as much as I should have.
17. I am quite shy and self-conscious in social situations.
18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.
19. I usually ignore the feelings of others when I'm accomplishing some important end.
20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.
21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.
22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.
23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.
24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.
25. I try to get people to do what I want them to do, one way or another.
26. I often tell people what they should do when they're having trouble in making a decision.
27. I enjoy myself most when I'm alone, away from other people.
28. I think I'm neurotic or something.
29. I feel neither above nor below the people I meet.
30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.
31. Very often I don't try to be friendly with people because I think they won't like me.

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

32. There are very few times when I compliment people for their talents or jobs they've done.
33. I enjoy doing little favors for people even if I don't know them well.
34. I feel that I'm a person of worth, on an equal plane with others.
35. I can't avoid feeling guilty about the way I feel toward certain people in my life.
36. I prefer to be alone rather than have close friendships with any of the people around me.
37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.
38. I sort of only half-believe in myself.
39. I seldom worry about other people. I'm really pretty self-centered.
40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.
41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.
42. I feel confident that I can do something about the problems that may arise in the future.
43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.
44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.
45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.
46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.
47. I can't help feeling superior (or inferior) to most of the people I know.
48. I do not worry or condemn myself if other people pass judgment against me.
49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

50. I can be friendly with people who do things which I consider wrong.
51. I don't feel very normal, but I want to feel normal.
52. When I'm in a group I usually don't say much for fear of saying the wrong thing.
53. I have a tendency to sidestep my problems.
54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.
55. I'm easily irritated by people who argue with me.
56. When I'm dealing with younger persons, I expect them to do what I tell them.
57. I don't see much point to doing things for others unless they can do you some good later on.
58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.
59. I feel that I'm on the same level as other people and that helps to establish good relations with them.
60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.
61. I feel that people are apt to react differently to me than they would normally react to other people.
62. I live too much by other people's standards.
63. When I have to address a group, I get self-conscious and have difficulty saying things well.
64. If I didn't always have such hard luck I'd accomplish much more than I have.



ATTITUDE TOWARD TEACHING

Name _____ Date _____

DIRECTIONS: Following is a list of statements that someone might say about teaching. Of course, there is no right answer to any of them. The best answer is what you feel is true about your own belief.

You are to respond to each question on the answer sheet with the following scheme:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

101. I am "crazy" about teaching.
102. The very existence of humanity depends on teaching.
103. Teaching is better than anything else.
104. I like teaching better than anything I can think of.
105. Teaching is profitable to everyone.
106. Teaching fascinates me.
107. Teaching has an irresistible attraction for me.
108. Teachers are liked by almost everyone.
109. I like teaching too well to ever give it up.
110. The merits of teaching as a career far outweigh its defects.
111. Teaching makes for happier living.
112. Teaching is boring.
113. The job of teaching has limitations and defects.
114. I like many jobs better than teaching.
115. Teaching has several disadvantages.

116. Teaching has many undesirable features.
117. Teachers are disliked by many people.
118. I should not have to make my living by teaching when there are many better jobs.
119. Life would be happier without my having to teach.
120. Teaching is not endorsed by logical minded persons.
121. Teaching as a career would not benefit anyone with common sense.
122. Teaching accomplishes little for the individual or for society.
123. I hate teaching.
124. Teaching is bunk.
125. No sane person would be a teacher.
126. Nobody really likes to teach.
127. Words can't express my antagonism toward teaching.
128. Teaching is the worst thing I know.
129. Teaching is more of a plague than a profession.
130. Teaching is just about the worst career there is.

FACTORS OF TEACHING

NAME _____

DATE _____

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : ____ : ____ : ____ : ____ : ____ : ____ : ____ unfair

fair _____ or _____
fair _____:_____X unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong : x : : : : : weak

strong _____ or _____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active _____:_____X:_____:_____:_____passive

active _____ or _____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe _____:_____x:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

boundaries: THIS NOT THIS
 _____:_____X_____X_____

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

COACHING

timely _____ untimely
strong _____ weak
good _____ poor
optimistic _____ pessimistic
warm _____ cold
sharp _____ dull
effective _____ ineffective
clear _____ confusing
valuable _____ worthless
essential _____ unimportant
active _____ passive
kind _____ cruel
liked _____ hated
sharp _____ dull
bright _____ dark

ADMINISTRATION

timely _____ untimely
strong _____ weak
good _____ poor
optimistic _____ pessimistic
warm _____ cold
sharp _____ dull
effective _____ ineffective
clear _____ confusing
valuable _____ worthless
essential _____ unimportant
active _____ passive
kind _____ cruel
liked _____ hated
sharp _____ dull
bright _____ dark

STUDENTS' ATTITUDE AND SELF-CONCEPT

timely _____ untimely
strong _____ weak
good _____ poor
optimistic _____ pessimistic
warm _____ cold
sharp _____ dull
effective _____ ineffective
clear _____ confusing
valuable _____ worthless
essential _____ unimportant
active _____ passive
kind _____ cruel
liked _____ hated
sharp _____ dull
bright _____ dark

OTHER TEACHERS

timely	_____	_____	_____	_____	_____	_____	_____	untimely
strong	_____	_____	_____	_____	_____	_____	_____	weak
good	_____	_____	_____	_____	_____	_____	_____	poor
optimistic	_____	_____	_____	_____	_____	_____	_____	pessimistic
warm	_____	_____	_____	_____	_____	_____	_____	cold
sharp	_____	_____	_____	_____	_____	_____	_____	dull
effective	_____	_____	_____	_____	_____	_____	_____	ineffective
clear	_____	_____	_____	_____	_____	_____	_____	confusing
valuable	_____	_____	_____	_____	_____	_____	_____	worthless
essential	_____	_____	_____	_____	_____	_____	_____	unimportant
active	_____	_____	_____	_____	_____	_____	_____	passive
kind	_____	_____	_____	_____	_____	_____	_____	cruel
liked	_____	_____	_____	_____	_____	_____	_____	hated
sharp	_____	_____	_____	_____	_____	_____	_____	dull
bright	_____	_____	_____	_____	_____	_____	_____	dark

DIFFERENTIATED STAFFING

(Teachers who possess different proficiencies
will do different kinds of jobs and be compensated
accordingly.)

timely	_____	_____	_____	_____	_____	_____	_____	untimely
strong	_____	_____	_____	_____	_____	_____	_____	weak
good	_____	_____	_____	_____	_____	_____	_____	poor
optimistic	_____	_____	_____	_____	_____	_____	_____	pessimistic
warm	_____	_____	_____	_____	_____	_____	_____	cold
sharp	_____	_____	_____	_____	_____	_____	_____	dull
effective	_____	_____	_____	_____	_____	_____	_____	ineffective
clear	_____	_____	_____	_____	_____	_____	_____	confusing
valuable	_____	_____	_____	_____	_____	_____	_____	worthless
essential	_____	_____	_____	_____	_____	_____	_____	unimportant
active	_____	_____	_____	_____	_____	_____	_____	passive
kind	_____	_____	_____	_____	_____	_____	_____	cruel
liked	_____	_____	_____	_____	_____	_____	_____	hated
sharp	_____	_____	_____	_____	_____	_____	_____	dull
bright	_____	_____	_____	_____	_____	_____	_____	dark